

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study applied a Case Study approach. Creswell & Creswell (2018) defines a case study as a qualitative design in which researchers learn in depth about a program, event, activity, process, or one or more individuals. A case study design was selected to provide in-depth insights into the experiences and perceptions of individual learners rather than generalized findings. This design allows to explore specific contexts in depth, focusing on how and why MMORPG affecting the participants vocabulary and gain insights into their attitudes, beliefs, and perceptions about using MMORPGs for enhance vocabulary. In this study, the qualitative methods approach was used to find answers to the research question.

#### **B. Setting and Participants**

Two participants in this study were specifically chosen for their extensive and pertinent MMORPG gaming experiences in connection to learning English vocabulary. Since the purpose of a case study is to obtain in-depth understanding of particular circumstances rather than generalize results, the small sample size is suitable. The research conducted at Siliwangi University, Jln. Siliwangi No. 24, Kahuripan, Kec. Tawang, Kota Tasikmalaya, Jawa Barat, with each offering unique insights into the intersection of Massively Multiplayer Online Role-Playing Games (MMORPGS) and English as a Foreign Language (EFL) learning. The participants comprise a 20 to 25-year-old individual actively employed in a “Farming House”, an establishment where virtual currency is earned by playing MMORPGS, and one person from the English Education Department with prior MMORPG experience who have worked in similar contexts. Participant 1 were recruited through a visit to the Farming House, while participant 2 were approached directly considering their existing connection with the researcher.

### C. Data Collection

To gain a clear picture of the participants' experiences toward the use of video games in learning English vocabulary, a semi-structured interview used as data collector on this study. Interviews were done on separate days and locations for each participant. It was based on previously asked queries about the indicators used in the hypothesis. The interview was conducted in Indonesian to ensure that participants felt comfortable expressing their opinions. During the interview, the researcher videotaped the talk as backup data in case the researcher did not capture or interpret the interview participants' statements. Of course, this recording was made after gaining permission from the participants in the interview.

**Table 1 Data Collecting Procedure**

Stage	Activities
1	Selecting participants who are active MMORPG players and EFL learners.
2	Conducting semi-structured interviews to gather qualitative data on vocabulary learning experiences through MMORPGs.
3	Taking field notes during interviews to capture non-verbal cues and contextual details.
4	Transcribing the recorded interviews into written text for analysis.
5	Verifying transcript accuracy by rechecking with the participants (member checking).

### D. Data Analysis

The data in this study were analyzed using thematic analysis. The researcher used this strategy because thematic analysis is one of the data analysis strategies that researchers use to uncover patterns or themes in their data (Braun & Clarke, 2006). As a result, utilizing this technique, the researcher was able to uncover answers to the study question based on the themes identified in the transcription of the interview data.

#### 1. Familiarizing the Data

In this first step, the researcher transcribed the data gathered during interviews. Following that, the researcher read the transcript numerous times to familiarize himself with the information.

## 2. Generating Codes

Following familiarization with the data, the researcher lists first thoughts about what was in the data and what is interesting in it, then the data is classified and coded in accordance with the study and the theory.

**Table 2 Interview Transcript and Its Initial Codes**

Data	Initial Codes
P1: Kadang juga ada <i>quest</i> yang unik seperti mencari <i>legendary item</i> , <i>solo quest</i> , <i>group quest</i> , atau <i>dungeon quest</i> . Dari situ saya mendapatkan kosakata baru dalam Bahasa Inggris.	Learning English Vocabulary through quest features
P2: Kalau untuk meningkatkan bahasa Inggris, lebih efektif bermain beregu dengan <i>player</i> luar negeri. Kalau mabar dengan teman lokal yang juga berbahasa Indonesia, tidak terlalu berpengaruh pada peningkatan bahasa Inggris. Jadi menurut saya, beregu dengan <i>player</i> luar lebih efektif.	Effectiveness of foreign interaction
P1: Kalau kata atau kosakata itu pernah saya lihat sebelumnya, saya langsung mengerti maksudnya. Tapi kalau belum mengerti, saya menggunakan cara kedua, yaitu menerjemahkannya dengan <i>Google Translate</i> atau <i>DeepL</i> .	Using translation tools triggered by MMORPG games
P1 : Selain itu, saya juga mencoba memahami maksud kalimat dalam <i>quest</i> . Kalau sudah darurat, misalnya waktunya mepet, baru saya bertanya kepada teman. Biasanya teman akan menjelaskan, misalnya “maksudnya ke sini,” “hati-hati ada <i>horde</i> ,” atau “ <i>defeat horde</i> bareng-bareng.”	Looking up the meaning of unfamiliar vocabulary by asking friends
P2. Pastinya lebih berkesan. Karena <i>story</i> game sifatnya interaktif, kita benar-benar berinteraksi dengan NPC yang menyampaikan dialog. Jadi kata-kata yang sering muncul lebih mudah ditangkap dan diresapi. Misalnya istilah faksi atau konflik antar negara yang sering diulang, itu akhirnya lebih meresap ke pemain.	Drilling English vocabulary through quest features
P2: Penerapannya, misalnya kata <i>compare</i> . Di kampus, ketika sedang berdiskusi setelah <i>brainstorming</i> , saya pernah menggunakan kata itu. Saya bilang, “Ayo kita <i>comparing</i> ide yang kita dapat, lalu kita diskusikan.” Jadi kata yang dipelajari dari game juga bisa dipakai dalam kehidupan nyata.	Using learned words in casual conversation

**Table 3 Initial Codes and Its Frequency**

No	Initial Codes	Total
1	Learning English Vocabulary through quest features	5
2	Effectiveness of foreign interaction	4
3	Using translation tools triggered by MMORPG games	2
4	Looking up the meaning of unfamiliar vocabulary by asking friends	2
5	Drilling English vocabulary through quest features	4
6	Using learned words in casual conversation	2

### 3. Searching for Themes

This step begins with the first coding and collation of all data, and long flat distinct codes must be identified among familiarized and coded datasets. This step culminates with a list of prospective themes and sub-themes, as well as any data extracts coded in relation to them.

**Table 4 Process of Searching for Potential Themes**

No	Codes	Potential Themes
1	Drilling English vocabulary through quest features	MMORPG Quests as a Context for Vocabulary Learning
2	Learning English Vocabulary through quest feature	
3	Effectiveness of foreign interaction	Social Interaction as a Facilitator of Vocabulary Acquisition
4	Looking up the meaning of unfamiliar vocabulary by asking friends	
5	Using translation tools triggered by MMORPG games	Use of Learning Aids and Autonomous Strategies
6	Using learned words in casual conversation	Transfer of Vocabulary to Real-Life Communication

### 4. Reviewing the Themes

During this step, it will become evident that certain candidate themes are not true themes, for example, if there is insufficient evidence to support them or the data is too diverse, but others may combine two independent themes to

make a single theme. Other issues may need to be separated into distinct themes. By the end of this process, the researcher should have a strong understanding of the individual themes, how they fit together, and the overall story they convey about the data.

**Table 5 Process of Searching for Themes**

Potential Themes	Themes
MMORPG Quests as a Context for Vocabulary Learning	MMORPGs as Autonomous and Contextual Learning Spaces
Use of Learning Aids and Autonomous Strategies	
Social Interaction as a Facilitator of Vocabulary Acquisition	From In-Game Interaction to Real-Life Communication
Transfer of Vocabulary to Real-Life Communication	

### 5. Defining and Naming the Themes

After generating the thematic map, the themes were clearly refined to represent the central patterns within the dataset. Each theme reflects recurring ideas and shared experiences identified across participants' responses. The themes were evaluated to ensure that they capture the meaning, depth, and boundaries of the data without overlapping or becoming too broad. The following section provides a concise definition of each theme to clarify the conceptual focus and demonstrate how they contribute to answering the research question.

**Table 6 Defining and Naming Themes**

	Themes
1	MMORPGs as Autonomous and Contextual Learning Spaces
2	From In-Game Interaction to Real-Life Communication

The first theme refers to the role of MMORPGs as environments that enable learners to acquire vocabulary independently through authentic and meaningful interactions embedded in gameplay. Participants described how quests, narrative tasks, and problem-solving activities required them to understand and process new vocabulary in order to progress, leading to deeper learning through cognitive engagement and functional necessity. The theme

also reflects how learners employed self-regulated strategies such as contextual inference, translation tools, and peer collaboration, demonstrating autonomy in managing their own learning. The contextualized language exposure in MMORPGs supports incidental vocabulary acquisition, as words are learned in meaningful scenarios rather than in isolated memorization. This theme shows that MMORPGs create real-world learning conditions that parallel natural language acquisition.

The second theme highlights how vocabulary learned within MMORPGs transfers beyond the game environment into everyday communication. Participants reported using newly acquired vocabulary in conversations with friends, classmates, and international players both inside and outside the game. The theme also emphasizes the impact of social interaction and community collaboration in MMORPGs, which enables players to negotiate meaning, practice language in real-time, and build communicative confidence. Such interactions reduced anxiety and increased willingness to communicate, illustrating how gameplay facilitates authentic communicative practices. This theme demonstrates that MMORPG-based learning extends beyond exposure, supporting meaningful application of vocabulary in real social contexts.

## **6. Producing the Report**

This phase occurs once the topic collecting is complete and includes the final analysis and preparation for the report's elaboration. The researcher should be quickly identified as a case study of the problem and present an argument about the research question.

## E. Research Schedules

### 1. Time

**Table 7 Research Schedule**

<b>Description</b>	<b>Sep 2024</b>	<b>Oct 2024</b>	<b>Sep 2025</b>	<b>Nov 2025</b>	<b>Des 2025</b>
Thesis Writing					
Thesis Examination					
Data Collection					
Data Analysis					
Writing Report					
Comprehensive Examination					
Thesis Examination					

### 2. Place

Name of Institution : Universitas Siliwangi

Address : Jln. Siliwangi No. 24, Kahuripan, Kec. Tawang,  
Kota Tasikmalaya, Jawa Barat